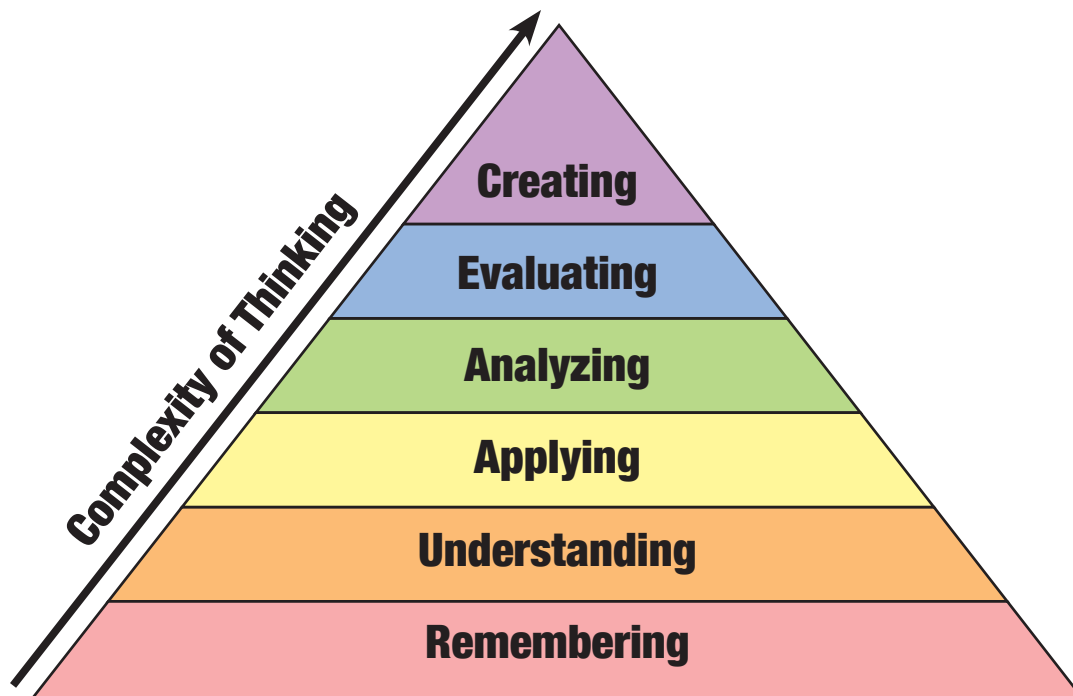


Bloom's Revised Taxonomy



Definitions

| Cognitive Processes | BRT Definition | Dictionary.Com Definition |
|----------------------|---|---|
| Creating | To put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure | To cause to come into being, as something unique; to evolve from one's own thought or imagination; to do something creative or constructive |
| Evaluating | To make judgments based on criteria and standards (<i>such as significance, worth, and quality</i>) | To judge or determine the significance, worth, or quality of |
| Analyzing | To break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose | To separate a material or abstract entity into constituent parts or elements; determine the elements or essential features of |
| Applying | To carry out or use a procedure in a given situation | To make use of as relevant, suitable, or pertinent; to bring into action; use; employ |
| Understanding | To construct meaning from instructional messages, including oral, written, and graphic communication | To perceive the meaning; grasp the idea of; assign a meaning to; comprehend; interpret |
| Remembering | To retrieve relevant knowledge from long-term memory | To recall to the mind by an act or effort |

Cognitive Complexity

Glossary of Terms

| Cognitive Processes | Term | Definition |
|----------------------|--------------------|---|
| Creating | Act out | Represent through role-play |
| | Construct | Form by combining or assembling parts |
| | Create | Design and produce through imaginative, intellectual, or artistic effort; build |
| | Hypothesize | Develop a theory or explanation |
| | Invent | Produce something new |
| Evaluating | Conclude | Reach a decision or form an opinion |
| | Criticize/Critique | Judge the merits or faults of something |
| | Evaluate | Examine carefully and appraise |
| | Judge | Consider closely and arrive at an opinion |
| | Justify | Prove to be right or valid |
| Analyzing | Analyze | Separate into parts and identify interrelationships |
| | Compare | Describe the similarities |
| | Contrast | Describe the differences |
| | Differentiate | Distinguish between |
| Applying | Apply | Use a procedure, process, or concept |
| | Classify | Sort into categories |
| | Demonstrate | Show clearly |
| | Illustrate | Clarify with an example; show clearly with a drawing or words |
| | Implement | Carry out; put into effect |
| | Put into practice | Act on; use |
| | Show | Display or point out |
| Understanding | Describe | Convey an idea or concept |
| | Explain | Make understandable or comprehensible to others |
| | Paraphrase | Restate in your own words |
| Remembering | Define | State the precise meaning |
| | Identify | Name; provide characteristics of |
| | List | Itemize |
| | Name | Call by a single word or two |
| | Recall | Remember facts |
| | State | Declare; put into words |

The Taxonomy Table

| | Cognitive Processes | | | | | |
|---|---|-----------------------------------|--|---|--|---|
| | Remembering | Understanding | Applying | Analyzing | Evaluating | Creating |
| Knowledge Processes | Define Identify List Name Recall State | Describe Explain Paraphrase | Apply Classify Demonstrate Illustrate Implement Put into practice Show | Analyze Compare Contrast Differentiate | Conclude Criticize/ Critique Evaluate Judge Justify | Act out Construct Create Hypothesize Invent |
| Factual • Terminology • Specific details | | | | | | |
| Conceptual • Classification, categories • Principles, generalizations • Theories, models, structures | | | | | | |
| Procedural • Subject specific skills • Subject specific techniques • Criteria for determining correct use of procedures | | | | | | |
| Metacognitive • Strategic knowledge • Knowledge about cognitive tasks • Self knowledge | | | | | | |

Skill Cues



Accessing Information

AI

Health Education Standard 3

Students will demonstrate the ability to access valid health information and products and services to enhance health.

Skill Cues

- identifies or cites specific sources
- evaluates validity of source
- provides rationale for appropriateness of source
- demonstrates ability to access appropriate community resources to meet specific needs
- identifies the type of help available from source



Interpersonal Communication

IC

Health Education Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Skill Cues

- demonstrates interactions among individuals
- message tactics and strategies
 - clear, organized ideas or beliefs
 - use of "I" message
 - tone—respectful vs. aggressive and confrontational
 - body language
- demonstrates refusals
 - clear "no" statement
 - walk away
 - provide a reason
 - delay, change the subject
 - repeat refusal
 - provide an excuse
 - put it off



Decision Making

DM

Health Education Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

Skill Cues

- is personalized
- shows progression through a decision-making process
 - identifies the decision to be made
 - considers options and consequences
 - takes action or makes decisions
 - evaluates or reflects on action



Goal Setting

GS

Health Education Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

Skill Cues

- shows clear progression through a goal-setting process
 - clear goal statement
 - identifies realistic goal
 - plans for reaching goal
 - evaluates or reflects on action